BULLETIN of

MEMPHIS STATE COLLEGE

THE GRADUATE SCHOOL

.TALOG FOR 1954-55 ANNOUNCEMENT FOR 1955-56

LUME VII SEPTEMBER, 1955 NUMBER 1

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The Graduate School

MEMPHIS STATE COLLEGE

CALENDAR, 1955-56

1955

SEPTEMBER

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GRADUATE SCHOOL CALENDAR—1955-56

Fall Semester, 1955

September 17, 9:00 A.M.-12 M.—Registration, all graduate students.

September 19—Classes meet as scheduled.

November 11-12—Armistice Day Holidays.

November 17-18—Mid-semester examinations, week day and evening classes.

November 19—Mid-semester examinations, Saturday classes.

November 24-27—Thanksgiving Holidays.

December 19-January 2—Christmas Holidays.

January 23, 24, 25, 1956—Examinations, week day and evening classes.

January 28—Examinations, Saturday classes.

Spring Semester, 1956

February 4—Registration, all graduate students.

February 6—Classes meet as scheduled.

March 29-April 1—Easter Holidays.

April 5-6—Mid-semester examinations, week day and evening classes.

April 7—Mid-semester examinations, Saturday classes.

May 26—Examinations, Saturday classes.

May 28, 29, 30—Examinations, week day and evening classes.

June 1—Commencement.

Summer Session, 1956

June 7—Registration, all graduate students.

June 8—Classes meet as scheduled.

July 4—Holiday.

July 13—First term ends—examinations.

July 16—Registration, second term.

August 17—Second term ends—examinations.

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GRADUATE SCHOOL ORGANIZATION

Officers of Administration

J. Millard Smith, M.A., President

Bascom H. Story, Ed.D., Director of Graduate School

R. M. Robison, M.A., Dean

Lamar Newport, M.A., Bursar

R. P. Clark, M.A., Registrar

E. Earl Crader, Ph.D., Director, Extension Division

State Board of Education

Governor Frank G. Clement.....Nashville

Commissioner Quill E. Cope, Chairman.....Nashville

Hon. Ernest C. Ball.....Memphis

Dr. Norman Frost.....Nashville

Hon. Edward L. Jennings.....Liberty

Hon. W. R. Landrum.....Trenton

Hon. Chester Parham.....Jackson

Mrs. Ferdinand Powell.....Johnson City

Hon. Robert Patten Williams.....Chattanooga

Hon. J. H. Warf.....Hohenwald

Mrs. Sam Wilson.....Loudon

The Graduate School Faculty

William Carter Abbett, M.A., Vanderbilt University
Instructor, English

Holger W. Andersen, Ph.D., George Peabody College
Assoc. Professor of Psychology

Aaron M. Boom, Ph.D., The University of Chicago
Assoc. Professor of American History

Carl D. Brown, Ph.D., The Iowa State College
Assistant Professor of Biology

Leon W. Brownlee, Ph.D., The University of Texas
Assoc. Professor of Education

W. Pierce Carson, Ph.D., Columbia University
Professor of English

Myrtle Cobb, M.A., The University of Pittsburgh
Assoc. Professor of Education

Samuel Robert Cornelius, Ph.D., The University of Pittsburgh
Assoc. Professor of English

E. Earl Crader, Ph.D., George Peabody College
Professor of Education

Edward I. Crawford, Ed.D., New York University
Professor of Business Administration

H. B. Evans, Ph.D., George Peabody College
Professor of English

John Farrior, Ph.D., The University of North Carolina
Assoc. Professor of English

Elton Fisher, Ph.D., The Iowa State College
Assoc. Professor of Chemistry

Chester P. Freeman, Ph.D., George Peabody College
Assoc. Professor of Biology

John R. Gordon, Ph.D., The University of Texas
Assoc. Professor of Sociology

Mary Frances Gyles, Ph.D., University of North Carolina
Assistant Professor of History

Rowland M. Hill, Ph.D., Boston University
Professor of English

Elmore Holmes, Ph.D., The University of Tennessee
Assoc. Professor of Chemistry

Owen R. Hughes, M.A., George Peabody College
Professor of Philosophy and Psychology

Charles Carroll Ijams, Ph.D., Vanderbilt University
Assoc. Professor of Physical Science

R. W. Jennings, Ph.D., The University of Kentucky
Professor of Business Education and Office Management

Rayburn W. Johnson, Ph.D., The University of Chicago
Professor of Geography

Sam H. Johnson, M.A., Teachers College, Columbia University; Ed.D., New York University
Professor of Education

H. S. Kaltenborn, Ph.D., The University of Michigan
Professor of Mathematics

John Dillingham Kirby, Ph.D., University of Texas
Associate Professor of Economics

Eugene W. Lambert, Ed.D., Columbia University
Professor of Health and Physical Education

Genora McFaddin, Ph.D., George Peabody College
Assoc. Professor of Education

Earl W. McGee, Ph.D., University of Kentucky
Assistant Professor of History

Wayne McLaurin, M.A., Duke University
Instructor of English

Herbert J. Markle, Ph.D., The University of Iowa
Professor of Management and Finance

James S. Matthews, Ph.D., The University of Chicago
Assoc. Professor of Geography

James T. Merrin, Ph.D., The University of Chicago
Assistant Professor of English

W. D. Miller, Ph.D., The University of North Carolina
Assoc. Professor of History

Enoch Mitchell, M.A., George Peabody College
Professor of History

Charles F. Nagy, CPA, Tennessee
Associate Professor of Accounting

Lee N. Newcomer, Ph.D., Columbia University
Assoc. Professor of American History

Edward Noyes, Ph.D., The Ohio State University
Assoc. Professor of European History

Elma Roane, M.S., The University of Tennessee
Assistant Professor of Health and Physical Education

A. S. Rudolph, Ph.D., The Iowa State College
Professor of Biology

Heber Eliot Rumble, Ph.D., The University of Illinois
Professor of Education

Dorothy Seay, Ph.D., University of Chicago
Assistant Professor of English

Paul H. Sisco, Ph.D., University of Chicago
Assistant Professor of Geography

Alfred Wynn Smith, Ph.D., George Peabody College for Teachers
Assistant Professor of English

Walter R. Smith, Ph.D., The University of California
Assoc. Professor of English

Daniel Creighton Sossomon, Ph.D., The University of North Carolina
Assistant Professor of European History

Jesse W. Spiceland, CPA, Tennessee
Assistant Professor of Accounting

Charles R. Spindler, M.A., The University of Iowa
Assoc. Professor of Marketing

Bascom H. Story, Ed.D., The University of Texas
Professor of Education

Calvin M. Street, Ed.D., University of Tennessee
Assoc. Professor of Industrial Arts

Donald C. Streeter, Ph.D., The University of Iowa
Professor of Speech and Drama

William Howard Taft, Ph.D., Western Reserve University
Assoc. Professor of English

Clarence L. Underwood, Ph.D., The University of Pittsburgh
Assoc. Professor of Education

George V. S. White, Ph.D., Louisiana State University
Assistant Professor of Biology

Lawrence Wynn, Ph.D., Princeton University
Assistant Professor of English

THE GRADUATE SCHOOL

General Information

The Graduate School of Memphis State College is the center of advanced study within the College, the purpose of which is to train scholars and to carry on research in the fields of learning represented by its faculties.

The Graduate School aims first of all to meet the needs of students who wish to continue, on a more advanced level, some field of study begun in undergraduate courses, and who desire preparation for scholarly careers. The Graduate School is also concerned with preparing those who plan to teach or assume leadership responsibility in the public school system or in colleges. A general mastery of the field of interest is considered essential to all graduate programs.

The College operates on the semester system. The official calendar on Page Three shows dates for registration and the beginning of course work.

Three schedules, each carrying proportionate residence credit are operated in the Fall and Spring Semesters: one for full-time students, one for students who can attend classes only in the evening, and one for students who can attend classes only on Saturday.

Two summer terms, each six weeks in length, are conducted each year.

Graduate Council

The Graduate School is under the direction of a Graduate Council composed of the Chairman of each major department, and elected representatives from all other departments. Students admitted to the Graduate School are responsible to the Graduate Council. Graduate Faculty members act as major and minor advisors to students in their respective departments.

Programs of Study

The Graduate School offers programs of study leading to the Master of Arts degree.

The *major areas* are *Curriculum and Instruction, Educational Administration and Supervision, English, Geography,* and *History.*

The *minor areas* are *accounting, American History, biology, chemistry, curriculum and instruction, educational administration and supervision, English, European History, geography, the humanities, health and physical education, the sciences,* and *the social sciences.*

Elective courses are offered in all the above named areas, and in management, marketing, mathematics, philosophy, psychology, secretarial science and office practice, and speech.

Graduate students who select a major area will be permitted to minor in any other area so long as they meet the stated prerequisites for study in both the major and minor areas.

Admission to Graduate School

The Graduate School is open to persons holding the Bachelor's Degree from colleges and universities recognized by standard, general, or regional accrediting agencies, whose undergraduate work has been of sufficient quality and scope to enable them to profitably pursue graduate study.

Admission to the graduate School merely gives the privilege of taking course work. It does not in any way imply that the student is admitted to candidacy for an advanced degree.

Application blanks for admission to the Graduate School may be secured from the office of the Director, and all inquiries should be addressed to him.

Applicants for admission must file an application form with the Director and *two* official transcripts of their undergraduate credits before entrance.

Applicants must present evidence of good health, moral character, and intellectual capacity necessary for pursuing graduate study.

Admission to Degree Candidacy

To become a candidate for a degree, the student must file an application on blanks available at the office of the Director. The application must contain plans for a complete program of graduate study and be approved by a faculty advisor in both the major and minor areas.

Admission to candidacy for a Master's Degree is possible only after the satisfactory completion of some graduate study in the Memphis State College Graduate School and prior to registration for a second full semester of graduate study.

Applicants who are graduates of colleges not members of a standard general or regional accrediting association, may be required to pass a qualifying examination for admission to candidacy, or to take additional work.

Grading and Grade Average

The grading system in the Graduate School is as follows: A, B, C, passing; F, failing; I, incomplete; IP, in progress.

An average grade of "B" must be maintained in ALL graduate work, and no credit shall be allowed on work below "C" grade.

Not more than 7 semester hours of credit with a grade of "C" may be applied toward meeting the degree requirements, and not more than 4 semester hours of "C" may be accepted in the major, and not more than 4 semester hours of "C" in the minor area.

A student may not be graduated with an "F" on his record without special approval of the Graduate Council.

A grade of "I" will become an "F" unless removed within the first four weeks of the next semester that the student is in residence. The deficiency, however, must be corrected within one calendar year from the date the "I" was recorded.

A grade of "IP" on problems courses will become an "F" unless removed within the first four weeks of the semester following the date of recording.

An "IP" grade on a *thesis* may be extended for a period of one year from the recorded date without special permission or penalty. Requests for more than one year extension of time must be made in writing.

Requirements for Degree

1. Satisfactory completion of thirty semester hours of graduate course work including a major of eighteen semester hours, and a minor of eight to twelve semester hours.
2. Completion of two semesters of residence study computed on the basis of a minimum of twelve semester hours of credit as the equivalent of one semester of residence. Not more than one semester of residence may be earned in one summer session.
3. Satisfactory passing of a comprehensive oral examination, conducted by the major and minor professors and one other member of the Graduate Faculty.
4. Completion of all requirements for the degree within six years from date of the candidate's original registration for graduate courses.

Special Graduate School Regulations

1. At last one-half of the courses in a student's program must be of the type designated as primarily for graduate students (i.e., 500 level).

2. Sixteen semester hours shall be the maximum load for students devoting full time to graduate study. Only full-time students may register for more than eight semester hours of course work in any one semester, including courses on campus, extension courses, and courses to be transferred from other institutions.

3. Six semester hours of transfer work may be applied toward degree requirements; however, not more than four semester hours may be applied toward major requirements or more than four semester hours toward minor requirements.

4. Six semester hours of course work completed through the Memphis State College Extension Division may be applied toward degree requirements; however, not more than three semester hours may be applied toward major requirements or more than three semester hours toward minor requirements.

5. Only nine semester hours of combined extension and transfer credit may be applied to degree requirements.

6. Certain residence courses, designated as "problems courses," are described in this bulletin. Seven semester hours of credit through problems courses may be applied to degree requirements; however, not more than four semester hours may be applied toward the major or more than four semester hours toward the minor.

7. Six semester hours of credit may be earned through research—all of which may be earned by completing a thesis in the major area of specialization.

Expenses

Maintenance fee—full-time student, $67.50 per semester.

Maintenance fee—part-time student, $7.50 per semester hour.

Non-resident tuition—full-time student, $45.00 per semester.

Non-resident tuition—part-time student, $5.00 per semester hour.

Graduation fee—$15.00.

NOTE: Students who take combination graduate and undergraduate courses will pay for graduate courses according to the above schedule and undergraduate courses according to the schedule listed in the undergraduate catalog. In no case will the fees and tuition for such a student exceed those charged for a full-time graduate student.

Living Accommodations

Unmarried graduate students may be housed in the three college dormitories, so long as rooms are available. Graduate students with families may find accommodations in apartment housing units on the campus, as vacancies occur. Many homes in the vicinity of the college offer single and/or double rooms for rent to college students. In some instances small apartments are available to couples. An active list of available accommodations is maintained by the Bursar's office.

College Plant

All the facilities on the Memphis State College campus, located in the eastern part of the city of Memphis, are available for use in the graduate program. These include the Administration Building, housing all administrative offices, many departmental classrooms, the main Auditorium, and the College Bookstore; Manning Hall, accommodating all science classes and laboratories; the Training School for laboratory studies in Education; the Brister Library, with special accommodations for graduate students; a Gymnasium; a Student Activities building; and three modern dormitories, two for men and one for women. Graduate students have full access to the college cafeteria, gymnasium, and other buildings on the campus.

Library Resources

The college library contains approximately 55,000 carefully selected volumes and bound magazines, as well as a broad selection of current periodicals and general publications. In addition, two large libraries of the city of Memphis, Cossitt, with 235,000 books and 12,000 magazines, and Goodwyn, with 36,000 reference volumes and 625 monthly periodicals, are available for use in the graduate program. The combined resources of the three institutions will total over three hundred thousand volumes and fifty thousand magazines and other items.

Extension Division

Graduate courses are offered through the Extension Division of Memphis State College at centers where suitable arrangements are made in advance. Regularly employed graduate faculty members listed in this Bulletin teach graduate extension courses. The subject matter taught in extension classes is the same as that offered on campus. Regulations regarding the approval of extension courses toward requirements for the Master of Arts degree are found in the section of this Bulletin headed "Special Graduate School Regulations."

Where circumstances justify, the Extension Division attempts to provide various types of help to organized groups within the service area. This assistance may take the form of such activities as conferences, public addresses, consultative service, and other types of school and community aid. Regularly employed staff members of Memphis State College are available for this service.

To the end that an effective extension service may be carried on by Memphis State College, correspondence is invited with groups of individuals who are interested. Please address:

Extension Division

Memphis State College

Administration Building

Memphis, Tennessee

Graduate Branch at Union University

In September, 1954, Memphis State College established a Graduate Branch at Union University. Graduate work in the major areas of Curriculum and Instruction, Educational Administration and Supervision, English, Geography, and History are offered in the Graduate Branch. This work is taught by members of the Graduate Faculty, and a regular schedule of classes is offered in both the Fall and Spring Semesters of the academic year.

Courses in the Graduate Branch are open only to bona fide graduate students who have applied and have been accepted into the Graduate School of Memphis State College.

Students may register for six semester hours of graduate credit per semester in the Graduate Branch, provided they are not registered for courses on the home campus or courses in other graduate schools.

Twelve semester hours of residence credit in the program required for the Master of Arts Degree from Memphis State College may be completed in the Graduate Branch.

Master of Arts Degree Program

The Master of Arts Degree program includes 30 semester hours of course work as follows: 18 semester hours in a major area, 8-12 semester hours in a minor area, 4 semester hours or less in general electives.

The major and minor may not be completed in the same area; however, general electives may be completed in any area.

An applicant for a degree must have completed prerequisite undergraduate requirements of not less than 18 semester hours in his graduate major area and not less than 6 semester hours in his graduate minor area, except in special cases approved by the Director of the Graduate School and the chairman of the department concerned.

I. Major Areas.....18 semester hours

Curriculum and Instruction
- Ed. 537 ..... 3 semester hours
- Ed. 561 ..... 3 semester hours
- Selected Courses .....12 semester hours

Educational Administration and Supervision
- Ed. 537 ..... 3 semester hours
- Ed. 581 ..... 3 semester hours
- Selected Courses.....12 semester hours

English
- Selected Courses.....18 semester hours

Geography
- Selected Courses.....18 semester hours

History
- History 500..... 3 semester hours
- Selected courses.....15 semester hours

II. Minor Area.....8-12 semester hours

Accounting
Selected Courses..... 9 semester hours

American History
Selected Courses..... 9 semester hours

Biology
Selected Courses..... 8 semester hours

Chemistry
Selected Courses..... 8 semester hours

Curriculum and Instruction
Ed. 561 ..... 3 semester hours
Selected Courses..... 6 semester hours

Educational Administration and Supervision
Ed. 581 ..... 3 semester hours
Selected Courses.....6 semester hours

English
Selected Courses..... 9 semester hours

European History
Selected Courses..... 9 semester hours

Geography
Selected Courses..... 9 semester hours

Health and Physical Education
PE 562 or 571..... 3 semester hours
Selected Courses..... 6 semester hours

Humanities
Combination of Selected courses..12 semester hours
(Select from history, English, mathematics and certain designated courses in geography)

Science
Combination of Selected Courses..12 semester hours
(Select from biology, chemistry, mathematics, and certain designated courses in geography)

Social Science
Combination of Selected Courses..12 semester hours
(Select from history, geography, and sociology)

III. Electives.....0-4 semester hours

Selected from any approved Graduate courses.

COURSE OFFERINGS

Accounting

Mr. Crawford, *Chairman,* Mr. Nagy, Mr. Spiceland

G446—Controllership (3).
Training in the field of administrative accounting, duties and functions of the controller, organization of the controller's office.

G451—Federal Income Tax I (3).
Regulations pertaining to individuals and partnerships.

G452—Federal Income Tax II (3).
Laws and regulations for corporations, estates, and fiduciaries.

G454—Governmental Accounting (3).
Accounting theory and practice applicable to Federal, state, and local government, and to non-profit institutions; budgetary control; control, classification, and use of funds; financial statements and reports.

G491—Current Accounting Problems (3).
Problems encountered in C. P. A. examinations, including such items as receiverships, realization and liquidation statements, compound interest and annuities, estates and trusts, and the like.

Biology

Mr. Rudolph, *Chairman,* Mr. Brown, Mr. Freeman

G404—Histological Technique (3).
Method of preparing animal tissues for microscopic study, theories of staining, and preparation of permanent mounts of animal tissues. Two hours lecture; four hours laboratory. Prerequisite: eight hours of zoology or consent of instructor.

G405—Sanitary Bacteriology (4).
A study of micro-organisms in relation to water and sewage; disinfection and disinfectants. Public health aspects are emphasized. Two hours lecture; four hours laboratory. Prerequisite: Biology 302 or its equivalent.

G420—Aquatic Botany (4).
A general study of the aquatic algae in local waters. Their identification and life history will be considered. Two hours lecture; four hours laboratory. Prerequisite: eight hours of botany.

G440—Field Zoology (4).
Designed to acquaint the student with a field knowledge of the animals of this locality. Identification, life history, and habitat will be considered. Birds and insects to be omitted. Two hours lecture; four hours laboratory. Prerequisite: eight hours of biology including five hours of zoology.

500—Special Problems (4).

Qualified students may be given special problems which they will investigate. The investigations will be pursued under the supervision of a member of the graduate staff and reported in the form of a written paper.

510—Plant Pathology (4).

Basic principles concerning the chief diseases of common crop plants. Identification characteristics, injury, and control measures will receive consideration. Two hours lecture; four hours laboratory. Prerequisite: eight hours of botany.

560—Protozoology (4).

A survey of the free living and parasitic protozoa. Consideration is given to structure, taxonomy, habitat, and life history. Lecture two hours; laboratory four hours. Prerequisite: five hours of zoology or its equivalent.

Chemistry

Mr. Fisher, Mr. Holmes, Mr. Ijams

G411-2—Physical Chemistry (8).

This course deals with important theories, laws, and subject-matter of physical chemistry. Many problems and laboratory experiments are given to illustrate their principles. Prerequisite: College algebra with a good knowledge of logarithms, physics 211 and 212, chemistry 211, 212, 321 and 322. Calculus is desirable. Two hours lecture and four hours laboratory per week.

G451-2—Organic Preparations (3 crs. per semester).

The preparation and purification of type organic compounds. One hour lecture and four hours laboratory per week. Prerequisites: Chemistry 211, 212, 321, 322, 411, and 412.

G421-2—Quantitative Analysis (8).

An advanced course in quantitative analysis. Theory of solutions, acidimetry and alkalimetry, solubility product principle, phenomena of co-precipitation, use of organic precipitants, oxidation and reduction reactions, and electrometric titrations are adequately covered. Many laboratory procedures and problems are used illustrating the above principles. Prerequisites: Chemistry 211 and 213. Two hours lecture and four hours laboratory per week.

521-2—Advanced Course in Inorganic Qualitative Analysis (4 crs. per semester).

Typical inorganic qualitative analysis problems are studied from the standpoint of present day theoretical interpretations of inorganic chemistry. A detailed examination is made of several qualitative analysis procedures and schemes. Reports, based on library studies, are prepared. Prerequisites: Undergraduate physical chemistry and a reading knowledge of German.

531-2—Organic Qualitative Analysis (3 crs. per semester).

Characterization of known and identification of unknown pure compounds and mixtures of pure compounds by solubility tests, class reactions, specific test reagents and the preparation of derivatives. One hour lecture and four hours laboratory per week. Prerequisites: Chemistry 211, 212 and Chemistry 321, 322.

Curriculum and Instruction

Mr. Rumble, *Chairman,* Mr. Brownlee, Mrs. Cobb, Miss McFaddin, Mr. Story, Mr. Underwood

G429—Workshop for Teachers in the Elementary School (9).

A course designed to meet the needs of in-service teachers by offering an opportunity to work cooperatively on problems which are real to teaching situations and which meet the needs of the individual. Prerequisite: teaching experience and consent of the director of the workshop.

G442—The Teaching of Natural Science in the Elementary School (3).

An advanced course in the study of the natural environment as a child would view it. A survey of suitable equipment and materials for the elementary classroom and limited experience at carrying on experiments at the child's level.

G443—The Teaching of Mathematics in the Elementary School (3).

An advanced course acquainting prospective and experienced teachers with the mathematical processes required of the elementary child and giving an insight into reasons why certain methods are used.

G444—The Teaching of the Social Studies in the Elementary School (3).

An analysis will be made of social problems, needs, and interests which are basic to the curriculum of the elementary school child. The role of the social studies and its relationship to the total school program will be emphasized.

G445—The Teaching of Children's Literature in the Elementary School (3).

A course designed to improve the methods of teaching children's literature in the elementary school. Units on story telling, dramatization, choral speech work, and the correlation of literature with the content subjects will be carried out.

G446—The Teaching of Reading in the Elementary School (3).

A study of reading methods designed for the development of efficient independent readers. Materials and activities appropriate for each developmental stage.

G448—Workshop in the Reading Program (3-6).

Through the media of group study, discussion, demonstrations, directed observation, and laboratory work, participants will have opportunity to formulate plans for their reading program as to content, methods and techniques, materials, and evaluative criteria.

G451—History of Education (3).

This course traces through European history some of the more important educational problems of modern times as they have been affected by the social and political facts of history, by the contributions of some of the leading educational theorists, and by institutional practices.

G452—History of Education in the United States (3).

This course aims to trace, describe, and evaluate, in the light of accepted facts, the development and growth of our educational practice, institutions, and theories from the beginning of colonial life to the present time.

G456—Educational Sociology (3).

Group or social behavior in the educational process; sociological factors involved in the interaction of pupils, teachers, administrators, and community.

G461—Curriculum Problems and Trends in the Secondary School (3).

This course is designed to afford some help in the clarification of secondary school educational purposes and in determination of appropriate learning activities. It deals with the functional teaching objectives, ways of attaining these objectives, methods of establishing relationships among the school subjects, developing the core curriculum, and the organization and use of units of work.

G462—Curriculum Problems and Trends in the Elementary School (3).

This course deals with general educational objectives and means of achieving them; the role of the various school subjects and their relationships, and with the organization and use of units of work in the core curriculum.

G466—Audio-Visual Aids to Teaching (3).

Audio-visual materials will be examined from the point of view of their effectiveness and possible utilization in the school program. Opportunity will be provided to develop skills in the use of materials and equipment. The technical and administrative problems of integrating audio-visuals into the school curriculum will be studied.

G471—Principles and Procedures of Guidance (3).

An introduction to the principles of guidance with emphasis being placed upon the function of guidance in relation to child adolescent needs.

G472—The Psychology of Adolescence (3).

A study of the characteristics of the adolescent stage of development that should be taken into account in the planning and teaching of secondary school courses of study, in the supervision of extra-class activities in the secondary school, and in guiding and counseling with adolescents.

G476—Mental Hygiene and the School (3).

Guidance for the teacher in working on her own personality development and a study of the mental hygiene of the child as affected by his total environment, past and present.

501—Educational Thought (3).

A study of the evolution of educational theories and philosophies with particular reference to their impact upon educational developments in the United States.

521—Advanced Educational Psychology (3).

An advanced course in the psychology of teaching and learning designed especially for experienced teachers and administrators who desire to pursue graduate study in the field of education.

527—Techniques and Practices in Guidance (3).

Approaching the problems of organized guidance through evaluation of potential abilities and interest of students and teachers. Develops skill in the techniques requisite to an adequate program.

537—Techniques of Educational Research (3).

A study of techniques used in the solution of educational problems with the objectives of (1) appreciation and critical evaluation of the work of others, and (2) the ability to use one or more techniques. Particular attention will be given to techniques of problem solving by group process.

541—Diagnostic and Remedial Reading in Elementary and Secondary Schools (3).

An analysis of why certain children fail to read adequately. The development of a program in reading that will tend to correct reading deficiencies.

553—Educational Tests and Measurements (3).

This course deals with the principles underlying the construction of objective tests, and with the problems relating to the use and interpretation of school measurements by teachers and administrators. Practice is given in the construction of new type and essay tests, and in the elements of statistical procedure necessary for the interpretation of school measurements.

557—Modern Methods in Elementary Education (3).

A consideration of the overall task of the elementary school and what this means in everyday teaching.

558—Modern Methods in Secondary Education (3).

A consideration of the overall task of the secondary school and what this means in everyday teaching.

561—Fundamentals of Curriculum Development (3).

This course deals with the fundamental aspects of curriculum development and the basic issues underlying all curriculum planning.

562—Recent Research in Curriculum and Instructional Problems (3).

This course consists of a brief survey of recent research with special attention to the more significant studies affecting methods and materials in different subjects. An evaluation of the research findings and of their implications for the curriculum.

564—Workshop in Curriculum Development (3).

The development of guide lines and courses of study through group process.

566—The Pupil Activity Program (3).

A study of current philosophy and practice in regard to responsibilities of teachers, supervisors, and administrators for those phases of educational practice which are essential for the educational program, but are not considered as part of general classroom procedure.

591—Special Problems in Curriculum and Instruction (3).

Individual investigation and report under the guidance of a faculty member. Register for areas as follows: A. Curriculum; B. Instruction; C. Guidance.

593-6—Thesis (3-6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Curriculum and Instruction for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of the data, their use, and conclusions to be reached.

Educational Administration and Supervision

Mr. Crader, *Chairman,* Mr. Johnson, Mr. Street

511—School and Community Relationships (3).

The relationship of the school to the community movements and organizations concerned with health and safety, government and civic life, religion, occupation, extension services, children's organizations and clubs, adult education, cultural

education, relief cooperative movements, etc.; relationships of the community to such school activities as attendance, athletics, lunch, libraries, extracurricular program, home study, records and reports, guidance, etc.

537—Techniques of Educational Research (3).

A study of techniques used in the solution of educational problems with the objectives of (1) appreciation and critical evaluation of the work of others, and (2) the ability to use one or more techniques. Particular attention will be given to techniques of problem solving by group process.

571—School Supervision (3).

A course designed to help the administrator and supervisor evaluate the school program as it is; and to help him plan an in-service program that will lead toward the improvement of instruction.

575—Field Study and Observation (6).

Field study, observation, evaluation, and discussion of teaching and administrative practices in various schools in the metropolitan area. Open only to students whose schedule will permit their devoting the equivalent of two full days per week to this course—one day to be spent on field study of schools and the other on the development of related materials and discussion of field work.

581—Public School Organization and Administration (3).

The following will be studied: the administrator and his leadership; his relation to all agents and agencies of the school; types of school organization, administrative and instructional supervision; classification and promotion of pupils; curriculum activities and materials; public relations; office administration, plant operation, assemblies, extra-instructional activities; special classes, library, and health program.

582—School Finance and Business Management (3).

The theory and practice of financing public education in the United States. Developing of guiding principles in educational finance, trends and needs in state and Federal participation in school support, and local operational finance.

583—School Housing and Transportation (3).

A consideration of the school plant, grounds and major equipment in relation to the educational needs of the community; utilization and accessibility of schools and transportation.

584—High School Administration (3).

This course is offered as a concise description of modern useful practices in organizing and administering secondary schools, types of high schools, selection and assignment of staff, program of studies, records, management of buildings and grounds, pupil personnel guidance, selection, retention and improvement of teachers, and interpreting the school to the public.

585—Elementary School Administration (3).

A study of the major aims of the elementary school; planning the daily program through the integration of related subjects; learning to keep and interpret various types of records and reports. Considering the importance of proper teacher-parent relationships. Special emphasis on the P. T. A. program in Tennessee.

587—Contemporary Issues in Educational Leadership (3).

Seminar on contemporary issues confronting leaders in American education currently before the profession and the public. The role of the administrator in resolving contemporary issues.

591 (—) Special Problems (3).

Individual investigation and report of specific problems. Register for areas as follows:

(D) School and Community Relationships.

(E) School Supervision.

(F) School Administration.

593-6—Thesis (3-6).

Only students with superior scholarship are permitted to register in this course. The student must present in writing an outline describing the proposed thesis. This outline, when approved by the faculty members under whose direction the thesis is to be written, must be submitted to the Chairman of the Department of Educational Administration and Supervision for his approval. This course will involve writing the thesis and will emphasize the adequate setup of the problem, the collection of the data, their use, and conclusions to be reached.

English

Mr. Evans, *Chairman,* Mr. Abbett, Mr. Carson, Mr. Cornelius, Mr. Farrior, Mr. Hill, Mr. McLaurin, Mr. Merrin, Miss Seay, Mr. A. Smith, Mr. W. Smith, Mr. Taft, Mr. Wynn.

G400—The Principles of Literary Criticism (3).

A study, including actual work with poetry and prose, of the principles underlying the analysis and evaluation of literature.

G411—Early English Drama (3).

British Drama is traced from its beginnings to the closing of the theaters in 1642, exclusive of Shakespeare.

G412—English Drama Since 1642 (3).

The course of British Drama is further traced, beginning with the Restoration and continuing to the present era.

G420—Spenser (3).

The Faerie Queene and other major poems are studied in the context of the historical, intellectual, and literary developments of the English Renaissance.

G421—Chaucer (3).

As many of *The Canterbury Tales* as possible are read and discussed in class.

G422—Milton (3).

The poetry of Milton is emphasized in this course, with some attention given to his essays. Papers and reports are assigned.

G423—Tennyson and Browning (3).

An intensive study of selected poems of different types produced by each poet. Their philosophy and religion are considered, as well as their connection with forerunners and successors.

G432—Shakespeare's Tragedies (3).

All of Shakespeare's tragedies are read and critical examination is made of at least five of the author's greatest works. Attention is given to the principles governing tragedy.

G433—Shakespeare's Comedies and Histories (3).

The best known of Shakespeare's Comedies are included in this course. In addition several of his histories are studied.

G-442—English Grammar (3).

The historical development of English grammatical principles.

G-443—Semantics (3).

Meaning and change of meaning in the use of English words.

G450—Public Relations (3).

A survey course presenting the field of public relations to the layman so he might best deal with newspapers, radio and television stations and other media. A course designed to aid all individuals better their contacts with these media so that all may gain through better handling of news.

G451—The English Novel (3).

A critical appreciation of representative novels. Class discussion of their literary and historical merit and of the reflection of their authors' responses to the personal, social, and ethical problems of their time. From the Age of Elizabeth to mid-nineteenth century.

G452—The English Novel (3).

A continuation of G451. From mid-nineteenth century to the present.

G461—American Authors (3).

An analysis of the work of three nineteenth century writers of fiction—Poe Hawthorne, and Melville—with special attention to their themes and artistic forms

G462—American Authors (3).

An appreciation of Emerson, Thoreau, and Whitman as poets and essayists, with emphasis upon their place in the development of ideas and art forms.

G470—The South in Literature (3).

A study of the culture and traditions of the South as reflected in its literature. Considerable independent reading will be required.

531—Studies in Drama—Ancient (3).

A course in Greek and Roman Drama. It is expected to treat Aeschylus, Sophocles, and Euripides; Aristophanes; Plautus, Terence, and Seneca.

532—Studies in Drama—Medieval and Modern (3).

A course in certain great periods of drama. It is expected to treat Spanish Renaissance, French Classical, and German Romantic Drama; and Contemporary Drama in Europe and America.

541—Studies in Restoration and Eighteenth Century Satire (3).

Emphasis on Butler, Dryden, Swift, and Pope.

542—Studies in the Eighteenth Century Novel (3).

Intensive analysis of the literary skill and significance of two major novelists, such as Fielding and Sterne, or Richardson and Smollett.

551—Milton and His Age (3).

Course includes a survey of the historical background of Milton, including the political, social, and intellectual aspects of Seventeenth Century England. The major poems are studied intensively. Investigative problems are assigned, culminating in oral and written reports.

552—Milton and His Age (3).

A continuation of 551 with emphasis on Milton's prose writings.

561—American Literature before 1860 (3).

A study of representative authors important to the development of literary culture in America before 1860.

562—American Literature Since 1860 (3).

A study of the major developments in American thought as revealed in selected authors since 1860.

571—Studies in the Literature of the Romantic Period (3).

An intensive study of major writers of the Romantic movement in England (1798-1832) and their relationship to the political, intellectual, and aesthetic currents of the era.

572—Studies in Victorian Literature (3).

An intensive study of major writers of the Victorian period, designed to examine closely the form and content of representative literary works and to relate them to the intellectual currents of their era.

593-6—Thesis (3-6).

This course is designed for students writing theses in the department of English.

Geography

Mr. Johnson, *Chairman,* Mr. Matthews, Mr. Sisco.

G411—Physiography (3).

An analytical study of soils and land forms, their changes and their relations to man. Assignments include field trips in addition to textbook and laboratory work.

G412—Climatology (3).

An analytical study of climatic factors, climatic regions, and climatic effects on man.

G431—Western Europe (3).

A geographic analysis of the major regions of Western Europe. Study is limited in the main to those countries inhabited by people speaking the Romance and Germanic languages.

G432—The Soviet Realm (3).

A regional analysis of the Soviet Union and the Slavic speaking countries of Eastern Europe.

G433—Asia South of the Soviet Realm (3).

A consideration of the significance of regional differences in Japan, China, and India, and a brief survey of the remaining areas.

G436—The South (3).

A specialized study of selected regions in the South with emphasis on changes and trends in the cultural-physical complex.

G437—Tennessee (3 or 4).

A comparison of the political, physical, economic, and human-use regions of the state. A survey of land utilization in the state is made by human-use regions. A minimum of six days of field work is required for 4 hours credit.

G441—Field Courses in Geography (3 or 6).

441A—Local Field Study (3). This course includes (1) a brief study of field planning and techniques, and (2) an application of these phenomena in reconnaissance field work and in the detailed mapping of physical and cultural features. Three half-day trips are required. Prerequisite: consent of instructor.

441B—Regional Field Study (6). A comparative study of at least four selected regions in the United States requiring the minimum of half a semester's work. The course is divided into three parts. The first is devoted to a library study of the regions to be traversed; the second requires a minimum of 16 days of study in the region; and the third includes oral and written reports on parts one and two. Prerequisite: consent of instructor.

511—Geography as an Earth Science (3).

A course dealing with the basic elements of the natural environment including climate, land forms, soils, minerals, native plant and animal life, and water bodies.

521—Economic Geography: Agricultural (3).

A survey of agricultural products and agricultural regions of the world, and the role of agriculture in world economy.

522—Economic Geography: Industrial and Commercial (3).

A global survey of the extractive industries, of the manufacturing regions, and of the major trade areas and trade routes.

525—Political Geography (3).

A course dealing with the Major Powers of the world, and with strategic areas and problems of international concern.

531—Seminar in Regional Geography (3).

Staff.

551—Conservation of Natural Resources (3).

A survey of the current problems and responsibilities relating to the conservation of our natural resources on the local, state, and national level.

553—Urban Geography (3).

A study of the allocation of land for urban uses, of the patterns, functions, and forms of urban centers, and of some of the major problems of urban development.

561—Geographic Tools and Techniques (3).

An analytical study of the tools and techniques for effective geographic instruction at different levels.

590—Development of Geographic Thought (3).

A course vital in acquainting the seriously minded geography student with the various types and sources of geographic literature, its nature and content, and the growth and development of geographic thought.

591—Problems in Geography

A. Field of Regional Geography (3).

B. Non-regional Fields of Geography (3).

These courses are designed primarily for students who are able to do independent work, and who are not enrolled in school on the campus. Prerequisite: Approval of supervising teacher and departmental chairman.

593-6—Thesis (3-6).

A student registering for this undertaking must have demonstrated, to two or more members of the geography staff, superior ability in the field of geographic content and in the organization and presentation of subject matter. The procedure in registering for thesis writing is the same as that prescribed for doing a research project.

Health and Physical Education

Mr. Lambert, Miss Roane

G421—Special Problems in Athletic Coaching (3).

Students may register for a special problem in the coaching of athletics. They may work under the supervision of a staff member in carrying out a research project in one or more of these special areas:

a. Football Coaching

b. Basketball Coaching

c. Baseball and Track Coaching

d. Coaching other team sports.

This course may also be carried on as organized group study and the discussion of problems in the coaching field. It may be taken only one time for credit. Coaching experience and the approval of the instructor are prerequisite to registration for this course.

G434—Problems in Health Education and Physical Education (3).

Designed to afford opportunity for prospective or in-service school and professional personnel to work individually or in groups on health education, and on physical factors in the solution of practical problems.

501—Current Studies and Trends in Health and Physical Education (3).

A study of modern trends in health and physical education and standards of evaluation in relation to the history of the various systems including a review of the principles and objectives.

526—Organization and Administration of Group Recreation (3).

A study of the development of the recreational movement. Principles and practices in the administration of a wholesome leisure time program and the place of the school and its personnel in community recreational life.

533—Problems in the Administration of Athletics (3).

For athletic directors, supervisors, athletic coaches and principals. A study of representative athletic administrative procedures for colleges, public school systems, and municipal athletic leagues. Fiscal procedures and business management are stressed.

562—Curriculum Construction in Health Education and Physical Education (3).

Consideration is given to the entire program of instruction in health education and physical education in the public schools; methods of instruction, standards of achievement, evaluation of results, and the preparation of courses of study.

571—Development and Supervision of an Elementary School Health and Physical Education Program (3).

Consideration is given to the entire program of instruction in health education and physical education in the elementary schools; methods of instruction, standards of achievement, organization and supervision of the program. (Intended for elementary school teachers as well as principals and supervisors).

History

MR. MITCHELL, *Chairman,* MR. BOOM, MISS GYLES, MR. MCGEE, MR. MILLER, MR. NEWCOMER, MR. NOYES, MR. SOSSOMON.

G401—Modern History of the Far East (3).

This course offers the history of the Far East since 1800.

G402—Russian History (3).

This course offers a survey of Russian history from early times to the present.

G411—The French Revolution (3).

The Enlightenment, the French Revolution, and the Napoleonic era will be studied. Attention will be paid to the effects of these movements on Europe as a whole.

G412—Europe in the Nineteenth Century (3).

This course traces the history of Europe through the periods of reaction, revolution, unification and reform, 1815-1914.

G413—Europe in the Twentieth Century (3).

This course deals with the rapid development leading through World War I, the peace conference, the uneasy inter-war years, World War II, and recent reconstruction and efforts to secure the peace.

G421—Foundations of Twentieth-Century America (3).

A comprehensive study of the United States from the end of the Civil War to the outbreak of World War I.

G422—Recent American History (3).

A comprehensive study of the United States from World War I to the present.

G431—Tennessee (3).

The political, economic, and social development of Tennessee from 1769 to 1861 is emphasized. A study is made of the land question, Indian affairs, internal improvements, early educational developments, the Constitutional Convention of 1834, the slavery controversy, and secession.

G432—The Old South (3).

This course begins with a study of the colonial South and traces its history to secession. It involves a study of the economic and social patterns of the South in their relation to Southern ideology. Special attention is devoted to the Southern political leader and the relation of slavery to his thought and political ideas.

G441—History of the Ancient Near East (3).

A study of the early civilization of Mesopotamia, Egypt, and Palestine. Especial attention will be paid to the inter-relation of cultural influences between these areas and the contributions of each to western culture.

G442—History of Greece (3).

The growth and peak of ancient Greek civilization are presented in this course. Emphasis will be placed on the philosophy, literature, art and architecture of the Classic and Hellenistic periods.

G443—The History of Rome (3).

Roman expansion, organization and administration of the Republic and the Empire will be considered in this course. The permanent contributions of Rome to western culture in law, government, and literature will be especially considered.

G451—The Renaissance (3).

A study of the achievements and forces—political and economic, social and cultural, creative and intellectual, which made up this fascinating foundation of modern western and European culture.

G452—The Age of the Reformation (3).

This course offers the history of the Age of the Reformation in European history.

G453—The Age of Absolutism (3).

This course describes the development of Europe from the Peace of Westphalia to the Enlightenment. Primary emphasis will be placed on political history, but attention will be given to intellectual, scientific, and social developments.

500—Historical Method (3).

A study of the mechanical techniques of historical composition, the nature and use of various kinds of historical source materials, bibliographical aids, and methods of historical synthesis.

506—Early Colonial Studies (3).

This course offers the history of early European colonial activities to 1800.

507—Recent Colonial Studies (3).

This course offers the history of European colonial activities from 1800 to the present.

516—European Diplomacy, 1870-1918 (3).

This course covers the era of Bismarckian diplomacy, the Triple Alliance and Triple Entente, the new imperialism, and World War I.

517—European Diplomacy since 1918 (3).

This course presents the history of the League of Nations, the United Nations, and the East-West conflict in addition to the purely European diplomatic history of the period.

521—The Revolutionary Era, 1763-1789 (3).

A study of the period, placing special emphasis on social, economic, and political changes.

522—Jeffersonian and Jacksonian Democracy (3).

A course designed to give an understanding of American political and social idealism from 1800 to the Civil War.

527—The New South (3).

A study of the South from the Civil War to the present.

528—The Progressive Movement in American History (3).

A study of reform movements in the United States since the Civil War.

539—Seminar in History (3).

Intensive group study of a research problem under guidance of instructor.

593—Thesis Writing (3).

The student must write and defend satisfactorily a thesis on a subject approved by his major professor.

Management and Finance

MR. MARKLE, *Chairman*

G451—Public Finance (3).

Theory and practice of governmental expenditures and taxation. Analysis of various forms of taxes.

G461—Money and Banking (3).

Federal Reserve System, the savings bank, the investment bank, fiduciary and trust functions.

G492—Government Fiscal Policy (3).

A critical examination of the most desirable goals for fiscal policy and the program to be followed to attain the various goals. Emphasis will be given to the tools available to implement a selected policy and to the outside forces having influences on the decisions involved in policy-making and application.

Marketing

MR. SPINDLER, *Chairman*

G461—Sales Management (3).

Organization and operation of the sales department from the administrative standpoint, including procedures in training salesmen.

Mathematics

MR. KALTENBORN

G421—History of Mathematics (3).

G422—Theory of Numbers (3).

G431—Probability (3).

G441—Algebraic Theory (3).

G461—College Geometry (3).

G471—Advanced Calculus (3).

Philosophy and Psychology

MR. HUGHES, MR. ANDERSEN

G411—Survey of Philosophy (3).

Historical survey of philosophical thought. A study of the systems of thought associated with the great names in western philosophy, and their connections with political and social circumstances.

G412—Ethics (3).

Moral and ethical problems of today and traditional attitudes toward them, in the light of the biological, psychological, and social sciences.

G413—Philosophy of Education (3).

How a philosophy of education suited to the intellectual and emotional needs of men, and consistent with the ideals of democracy, can be derived from the study of literature and the fine arts, world history, science, and human relations.

G414—Psychology of Exceptional Children (3).

Home and school problems of handicapped, retarded, emotionally unstable, precocious, or gifted children.

Secretarial Science and Office Management

Mr. Jennings, *Chairman*

591—Improvement of Instruction in High School Business Subjects (3).

A critical evaluation of content, visual aids, and methods in high school business subjects.

596—Seminar in Business Education (3).

The purpose of this course is twofold: (a) to learn the methods and techniques of evaluating significant research studies and other current business education and related literature, and (b) to evaluate the progress that has been achieved in the conclusions of such literature to guide practical school use.

Sociology

Mr. Johnson, *Chairman,* Mr. Gordon, Mr. Kirby

G412—Dynamics of Collective Behavior (3).

Nature of the mass, types of crowds, behavior of the public, institutional development, social change through social movements.

G421—Contemporary Social Problems (3).

Meaning and scope of social disorganization, personal crisis, family discord, group tensions, theories and practices in public policy.

G441—Political and Social Theory to 1700 (3).

A survey of early theory from different points of view, including economic, political, moral, and sociological orientations.

G442—Political and Social Theory Since 1700 (3).

A survey of recent theory from different points of view, including economic, political, moral, and sociological orientations.

Speech

Mr. Streeter

G431—History of British and American Oratory (3).

A history of the life, times, and speeches of outstanding orators of England and America.

G493—Forensics in the High School. (Offered in Summer Session only.) (3).

Considers the problems of the director of high school speech activities.

GRADUATES—1954

The Degree of Master of Arts

Thomas B. Armour
Ralph P. Bailey
Jim Bare
Roberta Mae Bishop
Marian Cleveland Breese

Winnie Gay Britton
Bessie Anita Bruce
Gladys Thrailkill Burr
Rayburn Odell Cagle
Ethel Poindexter Carey

Linda Cauley Clark
Louise Rector Clark
Minnie Elizabeth Clarke
Joseph P. Clevenger
Thomas Dean Coats

John Harry Corbet, Jr.
Elizabeth Word Daggon
Olive Louise Moss Davis
Roy E. Dixon
Henry Alexander Foote

Warner C. Foster
Mozelle Fowler
Mary L. Frisz
Jo Ann Frizzell
Paul Richard Furr

Richard Avene Gogue
Peggy Charlyne Goodall
Lowell Wilson Gordon
Nina Griffith Hale
Maudie Lee Caraway Hall

Albert Ford Haynes
Darrell Lee Henning
Emma Claire Henry
Alburn M. Herndon
Sidney M. Kennedy

Charles A. Koepke, III
George A. Lammel, Jr.
John Elmo Lee
Robert E. Lentz
Allen Ruskin Levin

Guthrie Vernon McSpadden
John Wesley Mayer
James Hayden Miles
Denver E. Miller
Marvin E. Moore

Mary LeNora Morris
Lois Patrick Morton
Jeannette Sterrett Moss
Vivian A. Newman
James Thomas Newsom

Arthur W. O'Bryant
Henry Harrison O'Donnell
Clarence James Papetti
Ruby Allison Patton
Mrs. Fay Craig Porter

William A. Powell
James William Robertson
Leslie F. Roblyer
Robert William Rodgers
Mary Cashion Row

Tommye Russell
Arnold L. Ryan
George T. Sanidas
Mildred Schwalmeyer Seay
J. Simon Smith

Mary Harward Smith
Theodore Carroll Smith, Jr.
Charles Ray Staten
Catherine Sterling
Irma Ottenheimer Sternberg

Leon McCoy Stevenson
George Franklin Stone
Henry B. Stone, Jr.
Randall Owens Storms
Madge Elizabeth Story

Mrs. Mary L. Davis Terwilliger
Lee Criswell Thompson, Jr.
Mrs. David Frank Turner
Ancil Walker
Belle Paulk Whitlow

Royce O'Neal Young

Summary of Procedures for Student Working Toward Masters Degree.

1. File an **Application for Admission** and *two* official transcripts of undergraduate credits with the Director of the Graduate School.

   (If the application is approved, the student will receive a *Rating Sheet* showing major and minor advisors.)

2. Arrange class schedules with the major and minor advisors and have them approve registration cards before presenting to the Director of the Graduate School

   (This procedure will be followed in all registrations.)

3. File an **Application for Admission To Degree Candidacy** with the Director of the Graduate School at the conclusion of the first graduate study.

   (The application must contain plans for a complete program of graduate study and must be approved by both major and minor advisors. Each graduate student, when applying for degree candidacy, may *select* the permanent advisor in his major department, and may select, with the approval of his major advisor, a permanent minor advisor.)

4. A thesis for Master of Arts Degree, *if written,* must be submitted in final form to the Graduate Office not later than four weeks prior to graduation.

   (William G. Cambell's *Form and Style in Thesis Writing* shall be used in all graduate theses, except in special fields where supplementary material may be used. This manual may be secured in the book store.)

5. Arrange for an oral examination to be given at sometime during that period of registration in which the candidate is scheduled to complete the academic requirements for the degree.

   (Arrangements for the oral examination must be made with the major and minor advisors, and the Graduate Office must be notified of the time and place for such examination.)

6. File a *degree card* with the Director of the School at the beginning of the semester, or session, in which the academic requirements for the degree are to be completed.

   (The degree card may be secured in the Graduate Office. The card is also used as an order for the cap and gown.)

7. Participate in the appropriate commencement exercises.

   (This is required of all students before their diploma will be issued.)